

HOW THE EXECUTIVE ORDER BUILDS ON THE CLINTON ADMINISTRATION'S RECORD OF PARTNERSHIP WITH AMERICAN INDIAN AND ALASKA NATIVE TRIBES

- Establishing Government-to Government Relations: In April 1994, the President acknowledged the special relationship the United States has with tribes by signing the Presidential Memorandum on Government-to-Government relations. The Memorandum directs the heads of Executive Departments and Agencies to consult with Federally-recognized Tribal Nations on a government-to-government basis in formulating policies and programs affecting American Indians.
- Protecting Indian Religious Freedom: An Executive Order signed by President Clinton on May 24, 1996, recognized the importance of Indian culture and religious freedom through the accommodation of, access to, and ceremonial use of Indian sacred sites on Federal lands. The Presidential Memorandum of April 29, 1994 on the use of eagle feathers in sacred ceremonies provided further assurance that American Indians and Alaska Natives maintain the ability to exercise their traditional religions.
- Advancing Self-Governance and Self-Determination: The Clinton Administration has made the advancement of tribal self-governance a priority through actions such as implementation of the final rule on the Self-Determination Contract Reform Act signed by President Clinton. The rule, published on June 24, 1996, was developed through negotiated rulemaking between the Departments of Interior, Health and Human Services, and tribal representatives.
- Protecting Trust Resources and Indian Lands: Following the President's historic meeting with tribal leaders in April 1994, the Secretary of the Interior accelerated Department efforts to ensure protection of Indian trust resources for current and future generations of American Indians and Alaska Natives. In December 1995, the Department of Interior made the Indian Trust Protection Policy Act a permanent mandate--ensuring that department offices and employees understand their trust obligations and conduct all activities according to the highest fiduciary duties.

- In particular, the Board will make recommendations on how Tribal Colleges can create partnerships with the private sector for funding support to complement Federal education initiatives and use new technologies to help meet their growing needs.

ESTABLISHES A WHITE HOUSE INITIATIVE OFFICE FOR TRIBAL COLLEGES.

- The White House Initiative office will be located in the Department of Education and act as a liaison between the Executive Branch and Tribal Colleges.
- Other Federal agencies will provide additional resources to the White House Initiative Office so that the purposes of the Executive Order can be met.

REQUIRES THE CREATION OF A COMPREHENSIVE FIVE-YEAR PLAN TO ASSIST TRIBAL COLLEGES.

- Each participating agency will develop a five-year plan, including annual, measurable performance indicators detailing how they will assist Tribal Colleges and Universities to participate in Federal programs.
- The White House Initiative Office and the Advisory Board will work together to integrate the separate agency plans into a Five-Year Federal Plan for Assistance to Tribal Colleges.
- The plan will address issues such as ways to eliminate barriers to funding opportunities for Tribal Colleges, technical assistance and information regarding Federal program activities, and annual agency funding goals for Indian higher learning institutions.
- Under the plan, Federal agencies will be encouraged to transfer excess and surplus computer equipment to Tribal Colleges.

- **Fighting for Indian Education:** The Clinton Administration worked successfully with Indian organizations to restore funding for the Department of Education's Indian Education Program after Congressional attempts to eliminate its funding in the fiscal year 1996 budget. The Executive Order on Tribal Colleges builds on this record by recognizing Tribal Colleges as valuable resources, and will mean an improved quality of life for tribal students, as well as for the children and elders living on Indian reservations and in surrounding communities.

BACKGROUND ON THE EXECUTIVE ORDER ON TRIBAL COLLEGES

President Clinton signed an Executive Order establishing a White House Initiative on Tribal Colleges and Universities. This will work to strengthen Tribal Colleges so they can better serve students in their own communities, and to uphold the President's commitment to tribal sovereignty and government-to-government relationship with American Indians and Alaska Natives.

The Executive Order promotes Indian education and tribal sovereignty by expanding Federal assistance to Tribal Colleges and Universities. Tribal Colleges and Universities, traditionally located on Indian reservations, have experienced dramatic increases in enrollment but remain seriously underfunded.

The initiative builds on the most successful pieces of two previous higher education Executive Orders-- one for Historically Black Colleges and Universities (HBCU's) and the other for Hispanic Serving Institutions (HSI's)-- to better serve the thousands of Indian and non-Indian students attending Indian institutions of higher learning.

KEY ELEMENTS OF PRESIDENT CLINTON'S EXECUTIVE ORDER ON TRIBAL COLLEGES AND UNIVERSITIES

CREATES A PRESIDENTIALLY-APPOINTED BOARD OF ADVISORS ON TRIBAL COLLEGES AND UNIVERSITIES AT THE DEPARTMENT OF EDUCATION.

- The President will appoint a 15-member Board of Advisors. The Board will consist of Tribal College representatives, and may include other education representatives, including tribal officials and representatives from businesses, health institutions and private foundations. Members will be appointed to 2 year terms.
- The Board will advise the President, the Secretary of Education, and Federal agencies on how to assist Tribal Colleges to implement long-term development strategies.

BACKGROUND ON TRIBAL COLLEGES

- Tribal Colleges were created in response to the educational needs of Indian tribes. They are located on or near isolated Indian reservations.
- In 1968, the first Tribal College, the Navajo Community College, was founded in Arizona. Today, there are 29 Tribal Colleges located across the mid- and Western states.
- The total number of students enrolled in Tribal Colleges is approximately 25,000. Indian students enrolled in tribal colleges represent over 250 American Indian tribes.
- Tribal Colleges are predominantly two-year institutions chartered by tribal governing bodies and serve as a critical bridge for American Indian and Alaska Native students to four-year postsecondary educational institutions.
- The majority of Tribal Colleges are accredited, with the remainder candidates for accreditation.
- Tribal Colleges offer educational courses and training suited to the needs of the Indian reservation and surrounding communities. Moreover, Tribal Colleges often provide technical and research assistance to tribes for economic and organizational development and offer studies in tribal history, language, and culture.
- Tribal Colleges serve some of the poorest students in the nation. Roughly 85 percent of all Tribal College students live below the poverty line.
- Due to high poverty rates and the physical isolation of tribes, Tribal Colleges often serve students that have no other access to higher education.
- Only four percent of American Indian students actually complete a four-year degree, as compared to 53 percent of non-Indian students.
- 42% of Tribal College graduates go on to pursue four-year degrees.
- Non-Indian student enrollment in Tribal Colleges is significant-- from 5 to 40 percent, depending on the school.

- Due to their rural and remote locations, a Tribal College will often serve multiple purposes as a community center, library, tribal archives, and career counselling center for the entire surrounding community.

LIST OF TRIBAL COLLEGES AND UNIVERSITIES

Bay Mills Community College
Brimley, MI

Blackfeet Community College
Browning, MT

Cheyenne River Community College
Eagle Butte, SD

College of the Menominee Nation
Keshena, WI

Crownpoint Institute of Technology
Crownpoint, NM

D-Q University
Davis, CA

Dull Knife Memorial College
Lame Deer, MT

Fond du Lac Tribal and Community College
Cloquet, MN

Fort Belknap College
Harlem, MT

Fort Berthold Community College
New Town, ND

Fort Peck Community College
Poplar, MT

Haskell Indian Nations University
Lawrence, KS

Institute of American Indian Arts
Santa Fe, NM

Lac Courte Oreilles Ojibwa Community College
Hayward, WI

Leech Lake Tribal College
Cass Lake, MN

Little Big Horn College
Crow Agency, MT

Little Hoop Community College
Fort Totten, ND

Navajo Community College
Tsaile, AZ

Nebraska Indian Community College
Macy, NE

Northwest Indian College
Bellingham, WA

Oglala Lakota College
Kyle, SD

Salish Kootenai College
Pablo, MT

Sinte Gleska University
Rosebud, SD

Sisseton Wahpeton Community College
Sisseton, SD

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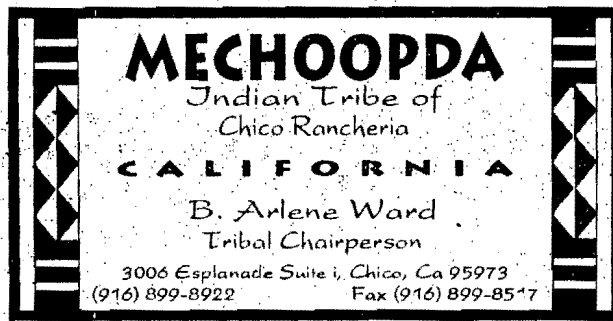
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Policy / Procedures
to access Ed. funds -
Now being revised to
accommodate newly recognized
tribes - particularly in California
(Sho, etc). Thank you.
Our Tribes Program is in jeopardy.

PHOTOCOPY
PRESERVATION

***American
Indians
and
Alaska
Natives***



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10-14-96

EXECUTIVE ORDER

TRIBAL COLLEGES AND UNIVERSITIES

By the authority vested in me as President by the Constitution and the laws of the United States of America, in reaffirmation of the special relationship of the Federal Government to American Indians and Alaska Natives, and, for the purposes of helping to: (a) 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; (b) establish a mechanism that will increase accessibility of Federal resources for Tribal Colleges and Universities in tribal communities; (c) promote access to high quality educational opportunity for economically disadvantaged students; (d) promote the preservation and the revitalization of American Indian and Alaska Native cultural traditions; (e) explore innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and, (f) support the National Education Goals, it is hereby ordered as follows:

Section 1. Definition of Tribal Colleges and Universities.

Tribal Colleges and Universities ("Tribal Colleges") are those institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994, Pub. L. 103-382, Title V, Part C, (7 USC 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, (25 USC 1801 et seq.), and Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978, Pub. L. 95-471, Title II (25 USC 640a note).

Sec. 2. Board of Advisors. (a) Establishment. There shall

be established in the Department of Education a Presidential advisory committee that shall be entitled the President's Board of Advisors on Tribal Colleges and Universities ("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. 2), 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. The Board shall consist of not more than 15 members who shall be appointed by the President. The Board shall include representatives of Tribal Colleges. The Board may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; and private foundations and such other persons the President chooses to appoint. Members of the Board will serve terms of two years and may be reappointed to additional terms. In the event a member fails to serve a full term, an individual appointed to replace that member will serve the remainder of the term. All terms will expire upon the termination of the Board.

(c) Role of Board - The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board shall also provide recommendations to the President and the Secretary at least annually on ways Tribal Colleges can: 1) utilize long term development, endowment building, and master planning to strengthen institutional viability; 2) utilize the Federal and private sector to improve financial management and security, obtain private sector funding support, and expand and complement Federal education initiatives; 3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors; 4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and, 5) achieve National Education Goals and meet other high standards of education accomplishment.

(d) Scheduled Meetings - The Board shall meet at least annually to provide advice and consultation on Tribal Colleges and

relevant Federal and private sector activities, and to transmit reports and present recommendations;

Sec. 3. Office of White House Initiative. There shall be established in the Department of Education the White House Initiative on Tribal Colleges and Universities ("Initiative"). The Initiative shall be authorized to: (a) provide the staff support for the Board; (b) assist the Secretary in the role of liaison between the executive branch and Tribal Colleges; (c) serve the Secretary in carrying out his responsibilities under this order; and, (d) utilize the services, personnel, information, and facilities of other Federal, state, tribal, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of the order.

Sec. 4. Department and Agency Participation. Each participating executive department and agency shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to serve as liaison to the White House Initiative. The official shall report directly to the department or agency head, or agency representative, on department or agency activity under this order and serve as liaison to the White House Initiative. To the extent permitted by law and regulation, each participating executive department and agency shall provide appropriate information in readily available formats requested by the White House Initiative staff pursuant to this order.

Sec. 5. Five-Year Federal Plan. (a) Content. Each participating executive department and agency shall, in collaboration with Tribal Colleges, develop and document a Five-Year Plan of the agency's efforts to fulfill the purpose of this order. 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) barriers

impeding the access of Tribal Colleges to funding opportunities and to participation in Federal programs; and ways to eliminate the barriers; 2) technical assistance and information that will be made available to Tribal Colleges regarding the program activities of the agency and the preparation of applications or proposals for grants, cooperative agreements, or contracts; and 3) an annual goal for agency funds to be awarded to tribally controlled colleges and universities in: (i) grants, cooperative agreements, contracts, and procurement; (ii) related excess property type acquisitions under various authorities such as section 923 of the Federal Agriculture Improvement and Reform Act of 1996, (7 U.S.C. 2206a); and the Federal Property and Administrative Services Act of 1949, ch. 288, 63 Stat. 377, and (iii) the transfer of excess and surplus Federal computer equipment under Executive Order No. 12999. While these goals are based exclusively on the status of Indian tribes as quasi-sovereign entities, agencies shall use the procedures set forth in Executive Order No. 12928, "Promoting Procurement with Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals, Historically Black Colleges and Universities, and Minority Institutions." The Plans may also emphasize (1) access to high-quality educational opportunity for economically disadvantaged Indian students; 2) the preservation and revitalization of American Indian and Alaska Native cultural traditions; (3) innovative approaches to better link Tribal Colleges with early childhood, elementary, and secondary education programs; and 4) the National Education Goals.

(b) Submission. Each participating executive department and agency shall submit its Five-Year Plan to the White House Initiative Office for consolidation. In consultation with the Board, the White House Initiative Office shall review these Five-Year Plans and develop an integrated Five-Year Plan for Assistance to Tribal Colleges, which the Secretary shall review and submit to the President. The Five-Year Plan for Assistance to Tribal Colleges may be revised within the five-year period.

(c) Annual Performance Reports. Each participating agency shall submit to the White House Initiative Office an Annual Performance Report that shall measure each agency's performance against the objectives set forth in its five year plan. In consultation with the Board, the White House Initiative Office shall review and combine Annual Performance Reports into one annual report, which shall be submitted to the Secretary for review, in consultation with the Office of Management and Budget.

Sec. 6. Private Sector. In cooperation with the Board, the White House Initiative Office shall encourage the private sector to assist Tribal Colleges through increased use of such strategies as: (a) matching funds to support increased endowments; (b) developing expertise and more effective ways to manage finance, improve information systems, build facilities, and improve course offerings; and (c) increasing resources for and training of faculty.

Sec. 7. Determination. The Board shall terminate two years after the date of this Executive order unless the Board is renewed by the President prior to the end of that two-year period.

Sec. 8. Administration. (a) Compensation. Members of the Board 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 Board shall be funded by the Department of Education. With the consent of the Department of Education, other agencies participating in the White House Initiative shall support the White House Initiative Office consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees the extent permitted by law. The Board and the White House Initiative Office shall each have a core staff and shall be supported at appropriate levels.

(c) Administrative. The Department of Education shall provide administrative services and staff support for the Board.

THE WHITE HOUSE,

A SPECIAL REPORT

Tribal Colleges

SHAPING THE FUTURE OF NATIVE AMERICA

WITH A FOREWORD BY

ERNEST L. BOYER



THE CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING

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