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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	To Jackie Howe from Layna McConkey re: Attendee List (partial) (1 page)	09/12/96	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Tribal Colleges [4]

2012-0160-S
ry1225

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2-Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

FAX TRANSMITTAL FORM

TO: Mike CohenFROM: Faith Roessel

PHONE #:

PHONE #:

501 5994

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9/12/96

REMARKS:

Faith Roessel and Ed Simmermeyer
has it additional info is needed, please
contact Sandy @ 208-4612

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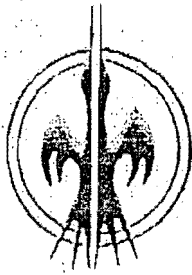
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AIHEC

PAGE 82



AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

121 Oronoco Street • Alexandria, Virginia 22314

703-838-0400 • Telefax 703-838-0368 • e-mail: aihec@aol.com

MEMORANDUM

September 12, 1996

TO: Jackie Howe, Assistant to Faith Roessel
Office of the Secretary
U.S. Department of Interior

FROM: Layna McConkey, Business Manager
AIHEC

RE: Attendee List for White House Domestic Policy Council Meeting

AIHEC INSTITUTIONS

Bay Mills Community College
Brimley, Michigan

Blackfeet Community College
Browning, Montana

Cherokee River Community College
Espeyville, South Dakota

College of the Menominee Nation
Eshelam, Wisconsin

Crowington Institute of Technology
Crowington, New Mexico

CSU University
Davis, California

Dull-Schmidt Memorial College
Lima, Ohio

Fond Du Lac Community College
Cloquet, Minnesota

Fort Belknap Community College
Harlem, Montana

Fort Berthold Community College
New Town, North Dakota

Fort Peck Community College
Poplar, Montana

Haskell Indian Junior College
Lawrence, Kansas

Institute of American Indian Arts
Santa Fe, New Mexico

Las Colinas Christian College
Hawley, Wisconsin

Leech Lake Tribal College
Casey, Minnesota

Little Big Horn College
Crow Agency, Montana

Little Hope Community College
Fort Belknap, North Dakota

Navajo Community College
Tsaile, Arizona

Nebraska Indian Community College
Winnebago, Nebraska

Northern Indian College
Bellingham, Washington

Oglala Lakota College
Kyle, South Dakota

Red Crow Community College
Cardston, Alberta, Canada

Salish Kootenai College
Pella, Minnesota

Sioux Falls University
Fertile, South Dakota

Sioux Valley Community College
Sioux Valley, South Dakota

Southern Indian Polytechnic Institute
Albuquerque, New Mexico

Standing Rock College
Fort Yates, North Dakota

Stonesfield Community College
Box Elder, Montana

Turtle Mountain Community College
Belcourt, North Dakota

Union River Technical College
Bismarck, North Dakota

The following people will be attending the meeting scheduled for 2:00 p.m. tomorrow, Friday, September 13 at the Old Executive Office Building

Veronica Gonzales
Interim Executive Director
American Indian Higher Education Consortium

P6(b)(6)

P6(b)(6)

C 0013

Sky Houser, Research Associate
American Indian Higher Education Consortium

P6(b)(6)

P6(b)(6)

Dr. Tommy Lewis
President, Navajo Community College

P6(b)(6)

P6(b)(6)

Dr. Joe McDonald
President, Salish Kootenai College
Member of the Executive Committee of
the American Indian Higher Education Consortium

P6(b)(6)

P6(b)(6)

Dr. Carry Monette
President
American Indian Higher Education Consortium
and Turtle Mountain Community College

P6(b)(6)

P6(b)(6)

Carol Murray
President
Blackfeet Community College

P6(b)(6)

P6(b)(6)

Please contact me if you have any questions or need more information. Thank you

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Tribal Colleges: History and Success

There are 29 AIHEC Tribal Colleges in the United States, which together enroll nearly 25,000 students from well over 200 American Indian tribes. The Tribal Colleges were created over the last 25 years in response to the unique higher education needs of Indian peoples. They are located on or near isolated reservations, and serve populations that often have no other access to higher education. Reservation populations are among the poorest in the United States, and many reservations suffer from Third-World conditions. Unemployment on the reservations served by Tribal Colleges can be as high as 86%. Fully 85% of Tribal College students live in poverty.

The few American Indian students who leave the reservation to attend mainstream institutions are met by another, equally damaging form of isolation: cultural isolation. Most mainstream institutions lack the support services and Indian role models that Indian students need to succeed. After a lifetime deeply rooted in Indian tradition and culture, these students may feel alienated by the mainstream culture. With the Indian emphasis on family and community ties and obligations, these students may have difficulty adjusting to life hundreds of miles away from home.

For these reasons, Indian students who attend mainstream institutions have the worst college dropout rates in the country. According to a recent Bureau of Indian Affairs report, only four percent of American Indians and Alaska Natives who attend college complete four-year degrees, while the American Council on Education reports that as many as 53% of non-Indian students complete four-year degrees. American Indians and Alaska Natives earned only 0.5 percent of all degrees awarded in 1992.

In contrast, the Tribal Colleges are unparalleled in their ability to prepare graduates for permanent employment and four-year degree programs. Each Tribal College addresses the unique needs of the community it serves. Tribal Colleges have become cultural centers, and are providing a strong foundation for economic development. Most offer vocational training in the skills most needed on the reservation, rigorous academic study in preparation for transfer to mainstream institutions, and a variety of special services to students and the reservation community as a whole. Tribal Colleges have always struggled with inadequate funding, and have found inventive ways to maximize available resources. Early Childhood Development courses double as day-care centers; Construction Trades students learn hands-on as they transform a second-hand trailer into a new college library.

Funding Tribal Colleges is a sound federal investment. In 1995, the cost to the federal government of maintaining a single parent with three children was over \$20,167 per year (according to federal agencies' statistics), and more than 50% of Tribal College students are single parent heads-of-household with an average of 2.8 dependents. In contrast, the average entry level salary of a typical Tribal College graduate with a two-year degree is over \$18,000, and this results in thousands of dollars in annual Social Security and Federal taxes.

Tribal Colleges were founded in recognition of the tremendous importance of postsecondary education to tribal economic development, cultural preservation, and sovereignty. Tribal Colleges represent the most significant and successful development in American Indian educational history. Their unique blend of quality education with American Indian and Alaska Native culture and values promotes achievement among students who may otherwise never know educational success.

Prepared by AIHEC, October 1995.

UNITED STATES DEPARTMENT OF EDUCATION
Office of Elementary and Secondary Education
600 Independence Avenue, S.W. - Portals
Washington, D.C. 20202-6100

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REGARDS,

Jim

202 548-2515

TITLE IX—INDIAN EDUCATION PROGRAMS

The Indian Education Act was enacted in 1972 after a series of hearings and reports documented the chronic educational disadvantages of American Indians and Alaska Natives (referred throughout as American Natives). Programs under this Act were most recently reauthorized in 1994 as Title IX of the Elementary and Secondary Act (ESEA). Indian Education programs in ESEA demonstrate the national commitment to providing American Native children with equal opportunities to learn to challenging academic standards that build upon Native culture and community.

WHAT IS THE NEED?

There are about 600,000 American Native children in the United States, slightly less than one percent of all school-aged children. Eighty-seven percent of these children attend public schools; approximately ten percent attend Bureau of Indian Affairs Schools. Census data show that the American Native population has increased over the last three decades. Significant concentrations of American Natives are at ages 10-19.

Most of the Native population lives west of the Mississippi River, and almost half live in five states (from highest to lowest): Oklahoma, California, Arizona, New Mexico, and Alaska. Other states that have higher than average concentrations of Native Americans include Washington, North Carolina, Texas, New York, Michigan, South Dakota, Minnesota, and Montana. In the states of Alaska, Oklahoma, and New Mexico, Native students make up at least 9 percent of the public school enrollment. Navajos, Cherokees, and Alaska Natives constitute the three largest groups.

American Natives continue to be disproportionately affected by poverty and limited educational opportunities. Problems of unemployment and substance abuse are also great among American Native populations.

- According to the 1990 Census, the American Native poverty rate is more than twice the national average—31 percent of American Natives live below the poverty level, compared to 13 percent of the total population. Nearly 38 percent of American Natives children above age 5 were living below the poverty level, compared with 11 percent of non-minority children.
- The rate of death from alcoholism among American Natives is about five times that of the total U.S. population. The unemployment rate is the highest of any minority group.
- The National Education Longitudinal Study of 1988 showed that 31 percent of

Native 8th-graders came from single parent households, a greater percentage than any other ethnic group except African Americans.

In addition to challenges from their environment, Native students also face significant challenges at school:

- An estimated 30 percent of children who enter Bureau of Indian Affairs (BIA)-funded schools speak only a Native American language.
- The 1994 National Assessment of Educational Progress (NAEP) showed that over 50 percent of American Native 4th graders scored below the basic level in reading proficiency, compared with 42 percent of all students. Forty-nine percent of American Native 4th graders scored below the basic level on the 1994 NAEP History Assessment, compared with 39 percent for the nation. The 1992 NAEP Assessment showed that 55 percent of 4th grade American Native students scored below the basic level in mathematics, compared with 41 percent of all students.
- Native students have the highest dropout rate of any racial or ethnic group (36 percent), and the lowest high school completion and college attendance rates of any minority group. As of 1990, only 66 percent of American Natives aged 25 years or older were high school graduates, compared to 78 percent of the general population.

Schools that serve American Native students often exhibit high need, but have limited resources:

- Approximately one-half of BIA/tribal schools (54 percent) and public schools with high Native student enrollment (55 percent) offer college preparatory programs, compared to 76 percent of public schools with few (less than 25 percent) Native students.
- Sixty-one percent of students in public schools with Native enrollment of 25 percent or more are eligible for free or reduced-price lunch, compared to the national average of 35 percent.

At the same time, when provided with the opportunity, American Native students have shown real academic progress although the need for improvement remains:

- In 1994, 45 percent of American Native high school graduates earned the core credits recommended by *A Nation at Risk*—a dramatic increase over the 7 percent reported in 1982. This demonstrates the high levels to which Native students can achieve upon completion of high school. However, the proportion of American Native high school graduates taking the recommended core credits is still below that

for all high school students (52 percent in 1994).

Scores on the Scholastic Assessment Test (SAT) for American Natives have improved between 1987 and 1995. Native students' scores increased by an average of 10 points for verbal and 15 points in mathematics. Likewise, between 1986 and 1995, American Natives showed the largest gains among all racial groups on the ACT assessment.

The number of American Natives taking Advanced Placement exams in English, mathematics, science, and history increased by 481 percent from 1986 (415 students) to 1995 (2,412 students) compared to an increase of 220 percent for all races and ethnic groups. Native Americans represented .5 percent of all AP test-takers, about half their representation in the student population.

According to the National Science Foundation and National Research Council, from 1978-79 to 1990-91 the number of American Native students who earned degrees in science increased by 12 percent for undergraduate degrees and by 30 percent for graduate degrees. These figures compare to a decline of one percent in the number of undergraduate degrees earned by students of all races and an increase of six percent in the number of graduate degrees.

WHAT IS THE FEDERAL ROLE?

Improving education for American Native students is vital to the National Education Goals to prepare every student in America for responsible citizenship, continued learning, and productive employment. These objectives will not be achieved without equitable learning opportunities for American Natives. The federal government recognized its obligation to American Natives and the dire circumstances of their schooling with the enactment of the Indian Education Act of 1972. Provisions specific to Native education emphasize priorities of preserving Native languages and cultures, involving Native parents and tribal leaders, preparing high-quality Native and non-Native school personnel, and addressing the total educational needs of students.

Indian Education Program Structure

The new Title IX, a largely supplemental program, supports a comprehensive approach to educational reform and ensures that American Natives benefit from national education reforms and receive the opportunity to achieve to high academic standards. The ESEA supports programs of direct assistance for the education of Native children and adults; the training of Native persons as educators and in other professions serving Native people; and research, evaluation, and data collection on Native education.

Formula Grants to Local Educational Agencies. The new legislation promotes accountability for results and the integration of Indian Education services with other educational programs and with broader educational reforms underway in states and communities. Toward this end, the law requires each local educational agency (LEA) to develop a comprehensive plan for its overall approach to the education of Native students. The plan must describe how local, state, and federal funds available to the district will be used to pursue the LEA's goals for Native students. LEAs must report periodically to their communities on the progress they have made toward attainment of their goals.

Special Programs and Projects to Improve Educational Opportunities for Indian Children.

— Under the **Demonstration Grants** program, the Department makes discretionary grant awards to a number of entities, a large number of which are American Native organizations, for a variety of activities including: dropout prevention projects, partnership projects between local educational agencies and institutions of higher education, and programs to meet the needs of gifted and talented Native students. Through projects that provide counseling, home-school liaisons, tutoring, and cultural reinforcement, Indian Education programs can improve student achievement and graduation rates. The demand for the program is great. In fiscal year 1994, out of 200 applicants, mostly local tribal organizations, 27 received awards to run model demonstration projects and develop innovative approaches to American Native education, including early childhood and preschool readiness activities.

— The **Professional Development** program provides grants to institutions of higher education, as well as to other eligible applicants, to increase the number of qualified American Native individuals in professions serving Native people. These training programs result in a graduate degree. In addition, grants are provided to enable Natives to become teachers, administrators, teacher aides, social workers, and ancillary educational personnel, and to improve the skills of individuals already serving in these positions through inservice or preservice training programs.

— The Department awards **Fellowships** to Native students in the fields of medicine, psychology, law, education, business administration, engineering, and natural resources.

Special Programs for Indian Adults. The Adult Education program supports projects to enable Native adults to acquire basic literacy, complete secondary school

through a high school equivalency program, and secure the education necessary for them to benefit from vocational training.

Programs authorized by the Indian Education Act differ in several respects from those administered by the Bureau of Indian Affairs and from the other programs authorized by the Elementary and Secondary Education Act. While the Bureau of Indian Affairs (BIA) is responsible for the schooling of approximately 48,000 Native students in 187 schools, the Department of Education's Indian Education programs serve 430,000 students in the public and BIA schools in 42 states through nearly 1,300 projects. Whereas the BIA serves only Indians who are members of federally recognized tribes, the definition of "Indian" applicable to Title IX programs extends eligibility to state-recognized tribes and tribes terminated since 1940. And unlike formula grant programs authorized by the Elementary and Secondary Education Act, Indian Education programs are not administered by the states; funds go directly to school, district, or tribal grantees. This practice reflects the traditional relationship between the federal government and Indian peoples.

The Office of Indian Education programs also differ from other federally funded Indian programs such as the Department of Education's Impact Aid program and BIA's Johnson- O'Malley Act. Impact Aid legislation was passed in 1950 to provide school districts affected by federal activities with funds for general operating expenses. Native students who live on non-taxable reservation lands generate dollars for school districts because of the additional financial burden they place on schools they attend. In FY 1996, Native students generated approximately \$226 million dollars in Impact Aid funds for schools nationwide. The Johnson-O'Malley Act (JOM) of 1934 was intended to facilitate the entrance of federally-recognized Indian children into public schools. In FY 1996, JOM funds will be primarily distributed through the Tribal Priority Allocations (TPA) process. Under this distribution system, funds will no longer be specifically reserved for education.

WHAT IS WORKING: PROGRAM AIMS AND ILLUSTRATIVE RESULTS

The supplemental nature of Indian Education programs make the depth and breadth of their impact within a school or district difficult to assess. In addition, individual projects' goals and activities vary a great deal. For example, a project may focus on one or more broad areas such as K-12 academics, adult literacy, culture, counseling services, or the promotion of parent involvement. Despite these challenges, the reauthorized Indian Education programs enable a more coordinated approach to service delivery, stronger accountability systems, and greater flexibility in program design.

Several components of Indian Education programs are vital to the academic success of American Native students:

- (1) **Enriching curriculum and instruction aligned with standards.** A review of

school districts' comprehensive plans developed under *Formula Grants to LEAs* shows how districts are using all federal education program resources to meet the unique educational, cultural, and linguistic needs of Native students. Evidence from some Indian Education projects demonstrates the positive impact that Title IX can have:

- The academic program at **Ganado Primary School, AZ**, combines the goals, values, and traditions of Navajo culture with recent instructional and curriculum reforms including alignment with standards. Ganado has developed a more integrated program of reading, writing, and problem solving; many federally funded programs are fully integrated into the classrooms. Located in Diné Bi Keyah (Navajo reservation), Ganado enrolls approximately 450 children in grades K-2. The school's recently updated schoolwide program supports a holistic approach to education through a school-within-a-school format, intensive staff development, and parent involvement. The curriculum is designed to integrate the Navajo language and culture within disciplines and to promote literacy and language development. Ganado has been recognized by the Arizona Association for Supervision and Curriculum Development, and in 1993 Ganado was named Arizona's Exemplary Reading Program by the Arizona Reading Association.
- The **Wellpinit School District, WA**, with support from Title IX, administers a program serving Native students in the district that seeks to improve student achievement and academic skills through supplemental academic services. While reinforcing cultural knowledge, this program has been successful in facilitating academic growth. Resources from Title IX have contributed three additional staff persons who provide supplemental services to the many students served by the program. This additional attention and assistance for American Native children have resulted in increased student test scores in reading and mathematics.
- The "**Drop In, Not Out**" program in the **Grand Rapids School District, MI**, has implemented several effective strategies with the support of Title IX. This dropout prevention and re-enrollment program for 7th-12th grade Native students has proven to be effective, as evidenced by high attendance rates and the rate of students' enrollment in college (80 percent in 1995). Since the beginning of the program twenty years ago, the Native dropout rate has decreased from 78 to 10 percent.

The Grand Rapids program is faced with significant challenges throughout the year. Students often exhibit high mobility patterns and do not attend school regularly. This program devises a curriculum to meet the individual

needs of these and other Native students who are considered at-risk. It focuses on student academic achievement through a "mastery learning" approach, which employs competency testing and other assessment techniques. Students are also given opportunities to apply their knowledge in practical settings. In partnership with the community, many students become involved in the summer program, serving as tutors, counselors, and teachers' aides working with younger students.

(2) **High-quality professional development** is addressed through formula and discretionary grants. For example,

- The program at **Greasewood Boarding School, AZ**, on the Navajo reservation places a heavy emphasis on professional development and on ensuring that the education program is compatible with Navajo culture. All staff members receive training that addresses curriculum development and instruction—including the use of lesson plans that are culturally relevant and integrated with the rest of the curriculum—and that prepares them to participate in programs that provide student support services programs and promote family education and involvement. Title IX also supports the school's improvement plan by funding the parent education and involvement program and efforts to improve student attendance and retention. In addition, Title IX supports an extended day tutoring program for students who need additional instruction and practice to master the state's content and performance standards.

National evaluations of the fellowship and training programs have examined the extent to which participants complete their programs and go on to work in Native communities. A 1991 study of the *Indian Education Fellowship program* found that:

- Seventy-four percent of undergraduates and 80 percent of graduate students were either enrolled in good standing or had completed their programs; and
- About 60 percent of former Fellowship recipients had a job that involved them with members of the Native community.

A 1994 study of the *Educational Personnel Development program*, which is designed to train educational personnel to serve American Native students, found that:

- Nearly three-quarters of participants completed their degrees, and of those who did, 85 percent went on to work in education positions, 80 percent took

education jobs in which at least half of the students served were American Native, and over 50 percent took jobs in which all the students served were American Native.

- Nearly 90 percent of participants reported that the program was either "very important" or "extremely important" to their development as educators.

(3) **Partnerships among schools, parents, and the community** play an active role in addressing children's needs through such mechanisms as the parent committee and parent involvement in the development of the school plan. Partnerships among these entities enable high expectations of parents, communities, and schools to influence students' ability to succeed academically. For example, they may provide tutorial assistance, student/parent counseling, and home/school coordination to improve relations between parents and the school administration.

- Native students in grades K-12 are provided with counseling services in the **Ketchum Public Schools, OK**. These services include small group projects focused on improving knowledge of Native culture and strengthening decision-making skills. Students also receive information and individual assistance in higher education and career-related opportunities. This collaborative project was developed with involvement of various Indian nations and the parent committee. Together, these groups have implemented school activities and coordinated them with student needs. This ongoing partnership has led to success for many of these students, as demonstrated by the district's minimal dropout rate and a 94 percent attendance rate for Indians. Additionally, in 1994 Indian students in the Ketchum Public Schools had average test scores equal to those of all other students in the district.
- After several years of operation, the **Zuni Public School District, NM**, has overcome many of the conditions that once characterized the Zuni schools as 'the worst of the worst.' The Zuni Public School District is almost 100 percent American Native, comprising the district for the Pueblo. The district, with support from Title IX discretionary grants, runs a Community Service Learning Program for students in grades 7-12. Students in grades 7 and 8 focus on acquiring skills needed to prepare for their placement in community work sites. Students develop a proposal justifying their interests, and discuss it with their counselor and proposed supervisor/mentor. Students in grades 9-12 spend 3 hours per week at various sites throughout the Pueblo learning about the workforce in such areas as health, education, social services, the environment, government, and the arts.

This particular project has not only successfully provided the students with an

insight into the work that occurs within the Pueblo, but has also begun to cultivate a relationship with the community as representatives of the future workforce. Additionally, an unexpected but positive result of this project has been a decrease in graffiti throughout the community. Students who had been involved in defacing different localities worked at a site that renovated and repainted the affected areas. Project students have taken this activity one step further in creating a cultural mural in the center of the Pueblo.

- With a discretionary grant from Title IX, the **Denver Indian Center** operates as the only Adult Basic Education program in the state of Colorado specifically designed to meet the educational needs of urban American Indian adult students who are in transition from the reservation. The Center, established in 1983, serves American Indians from 87 different tribes, mostly from the Southwest and the Northern and Southern Plains regions. The program plays a pivotal role in providing comprehensive educational opportunities and services, offering family and computer literacy, mentorship, peer support, and other services designed to meet the needs of individuals in transition. Additionally, the center's family literacy component provides American Indian parents and children with literacy skills through a mix of historical teaching of Native cultures and urban styles.

The Denver Indian Center's Adult Education program has received recognition by the state. Similarly, this program has been recognized as a significant part of the community due to its broad range of services, educational opportunities, and broad collaboration in the region. Also identified as an exemplary program by the National Coalition of Indian Education and the Association for Community Based Education, this program could serve as a model for communities with similar needs.

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THE WHITE HOUSE
WASHINGTON

OS/ES/CCCS

April 29, 1994

MAY 4 10 37 AM '94

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Government-to-Government Relations with
Native American Tribal Governments

The United States Government has a unique legal relationship with Native American tribal governments as set forth in the Constitution of the United States, treaties, statutes, and court decisions. As executive departments and agencies undertake activities affecting Native American tribal rights or trust resources, such activities should be implemented in a knowledgeable, sensitive manner respectful of tribal sovereignty. Today, as part of an historic meeting, I am outlining principles that executive departments and agencies, including every component bureau and office, are to follow in their interactions with Native American tribal governments. The purpose of these principles is to clarify our responsibility to ensure that the Federal Government operates within a government-to-government relationship with federally recognized Native American tribes. I am strongly committed to building a more effective day-to-day working relationship reflecting respect for the rights of self-government due the sovereign tribal governments.

In order to ensure that the rights of sovereign tribal governments are fully respected, executive branch activities shall be guided by the following:

(a) The head of each executive department and agency shall be responsible for ensuring that the department or agency operates within a government-to-government relationship with federally recognized tribal governments.

(b) Each executive department and agency shall 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. All such consultations are to be open and candid so that all interested parties may evaluate for themselves the potential impact of relevant proposals.

(c) Each executive department and agency shall assess the impact of Federal Government plans, projects, programs, and activities on tribal trust resources and assure that tribal government rights and concerns are considered during the development of such plans, projects, programs, and activities.

(d) Each executive department and agency shall take appropriate steps to remove any procedural impediments to working directly and effectively with tribal governments on activities that affect the trust property and/or governmental rights of the tribes.

(e) Each executive department and agency shall work cooperatively with other Federal departments and agencies to enlist their interest and support in cooperative efforts, where appropriate, to accomplish the goals of this memorandum.

(f) Each executive department and agency shall apply the requirements of Executive Orders Nos. 12875 ("Enhancing the Intergovernmental Partnership") and 12866 ("Regulatory Planning and Review") to design solutions and tailor Federal programs, in appropriate circumstances, to address specific or unique needs of tribal communities.

The head of each executive department and agency shall ensure that the department or agency's bureaus and components are fully aware of this memorandum, through publication or other means, and that they are in compliance with its requirements.

This memorandum is intended only to improve the internal management of the executive branch and is not intended to, and does not, create any right to administrative or judicial review, or any other right or benefit or trust responsibility, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

The Director of the Office of Management and Budget is authorized and directed to publish this memorandum in the Federal Register.

William G. Clinton

Feb. 12, 1995

P.15/21

c: Jim Kohlmoos - Bill Demmert gave
me this. Please review and let's
chat. Tom

Summit Meeting:WH
Demmert 1/31/95

DEMERT PLAN

WHITE HOUSE SUMMIT ON NATIVE EDUCATION: A NATIONAL AGENDA

Historical Perspective

Before the advent of the early Europeans and permanent visitors from other continents to the Americas, individual American Native (American Indian and Native Alaskan) families and their respective clans, bands, and tribes were solely responsible for the education of their youth. As the original thirteen colonies, and later the United States, gained more and more control over Indian lands, natural resources, and political activity, responsibility for educating Native American students fell more and more to the federal government. This responsibility, defined as both legal and moral, developed over a sequence of events that included treaty obligations for some tribes, federal legislation designed specifically for Indians (and later other Native Americans), and the emergence of state responsibilities for the education of all their citizens, including Native Americans. (INAR:xi)

Current Situation

There are currently over 400,000 elementary and secondary Native American (American Indian and Native Alaskan) students in the nations schools out of a total population of about 1.9 million people. An estimated 33-34 percent of those living on reservations are identified as having incomes below the poverty level. (NIPC:Arnold) Approximately 50,000 of the estimated 400,000 students attend federal funded or private schools. The federal government funds ninety-two elementary and secondary schools operated by the Bureau of Indian Affairs schools with another ninety-three contract schools operated by Indian tribes or organizations (schools funded through the BIA under P.L. 93-638, the Indian Self-Determination Act of 1973). The states serve over 350,000 students in about 1,200 public schools, some of which are located on or near Indian reservations. In addition, there are three post-secondary federal institutions and twenty-six Indian community colleges that receive their basic operational support from the federal government through the Indian Community Colleges Education Act of 1990 or through the U.S. Department's Developing Institutions Act. (Tribal College:2) There are an estimated 118,000 Native students in higher education. (Digest:208) The U.S. Department of Education provides another \$542 million of program support through Impact

Aid (P.L. 815), Title I (support for poor children), Title VII (bilingual education), Title IX (Indian Education Act of 1972 as amended), the Individuals With Disabilities Education Act (P.L. 101-476), and other programs that support public education generally. (USDOE:1995)

Policy and program direction for the current education systems (federal, tribal, public, and church schools), serving the many Native American communities, comes from a mix of federal agencies, local parent committees, public school boards, superintendents, and the U.S. Congress. There are differing levels of success among the schools in preparing Native students for their adult roles in society. While many students (between 40-60 percent) have done well academically by completing high school, graduating from college, or by developing their vocational and technical skills, unacceptable levels have not done well. In addition, and from the Native American perspective of equal importance, the Native language and cultural base has been severely compromised. This erosion has occurred as part of a historic design by the Bureau of Indian Affairs schools originally, because of the absence of Native and language opportunities in public schools, and because of the resulting decrease in cultural and social usage of tribal languages in Native communities. The absence of support for continued development of Native languages and cultures has had a devastating affect on the physical and mental health of many Native Americans as evidenced by years of high-drop out rates, high levels of alcoholism, high suicide rates, unemployment, and negative changes in the cultural values of many Native Americans.

The Challenge

The challenge facing Native educators, policy makers, tribal leaders, and ultimately the parents, is one of creating an educational system that meets their needs as Native people and citizen of the United States. In the absence of additional resources, one of the strategies for school reform has to include the re-allocation of existing dollars. A second strategy has to include the identification of priorities for funding from a national perspective. One of the first priorities has to be for parents to articulate what they want their children to become. As a parent my priorities have included providing them with the best education possible, while creating opportunities to understand and appreciate their responsibilities as a Native American (Tlingit/Sioux). As a parent, as well as grand-parent, I have a concern that they did not have a realistic opportunity to learn the Tlingit language. They learned English as their first language and missed learning one of their Native languages. The youngest also did not have ample exposure to their uncles, grand-uncles, aunts, and grand-aunts as mentors and examples to follow and learn from (a tradition in the Tlingit system of educating the young).

If parents and Native communities are going to improve opportunities for their children to reach their full academic potential, if young children are to develop physically, socially, and spiritually, and if youngsters are going to develop a social consciousness, I believe several important principles must be pursued, and a list of critical funding priorities must be established.

The most important principles from my perspective include the following:

- 1) An early childhood environment that encourages the development of a youngster's language skills in a setting that is culturally and developmentally consistent with their identity as Native American and citizen is critical to the academic and social future of that individual.
- 2) A safe school environment where the teachers are intellectually prepared to motivate and challenge students to become academically competent, socially conscious, physically and spiritually sound, and culturally secure are necessary ingredients for improving schools serving Native children.
- 3) A school - community partnership that values the development of one's intellect as one of the most important human qualities, and that develops a sense of ownership and joint responsibility for the quality of schools and schooling must be a part of any school reform effort.

Among the funding priorities to be established, the following three are critical:

First and foremost, additional resources must be provided for the expansion and development of parent and community based early childhood education programs. These programs must incorporate the best there is to offer in program environment and child development activity in a cultural atmosphere that supports Native community goals.

Second, resources must be allocated for preparing Native teachers for early childhood programs as well as for elementary and secondary schools. These teachers must be competent in their content areas, have the ability to transfer their pedagogical knowledge into practice, and capable of using modern technology as tools for innovative curriculum and learning activity.

Third, the physical environments for schools must be significantly improved. School buildings, teaching equipment and materials must be provided that offer safe, environmentally sound, and academically challenging school climates. Children must have an opportunity to feel safe, and have fun in an intellectually stimulating environment if they are to be motivated.

In summary, any effort to reform and improve schools and schooling for Native students must look to intellectual development, improved academic performance, and citizenship in the context of the Native community's language and cultural base and the relationship of that culture and language to the larger American society. Native languages, traditional Native values, and identity as Indian or Native Alaskan have become critical concerns within Native communities and are all important aspects of the school climate if students are to succeed academically.

A new education agenda is being forged from the national discourse on education taking place in Native America. The final results of the many discussions about quality, content, and responsibility are not known. What we do know, as educators of Native students, is that we still have much to learn about challenging intellectual development and improving academic performance. In efforts to establish a national Native agenda for improving schools and schooling for Native students, and in placing Native language and culture in the schools and Native communities as a priority, we must concentrate on training teachers, developing curriculums (with the aid of technology), and in creating partnerships with local communities. We must also expand to all Native communities the national discourse on education that is taking place in order to legitimize principles and funding priorities as well as monitor what schools are doing, and to stimulate new and innovative ideas for activities that work.

FEDERAL RESPONSIBILITY FOR NATIVE EDUCATION: (INAR:xi)

The Constitution of the United States provides for a special political relationship between American Indians and the U.S. Congress. This relationship includes broad federal authority and special trust obligations. Congressional authority over Indian affairs is generally recognized as emanating from the Indian commerce Clause and treaty-making responsibility.

Federal Indian education policy began during President Washington's time in 1772 with the Seneca Nation, as part of the government's historical policy of trying to "civilize" the American Indian. The United States included educational provisions in treaties starting in 1794 with the Oneida, Tuscarora, and Stockbridge Indians, and extending through the treaty-making period ending in 1871. The practice of providing for technical or vocational education and of providing financial support for reservation schools, boarding schools, and other educational programs was formalized in 1921 by the Snyder Act. This legislation gave broad authority to the Bureau of Indian Affairs to spend federal money to educate and generally support the acculturation of Indians.

Although treaty obligations are still in force, the trust responsibility and commitment to provide services depend on Congressional action. This responsibility, recognized as legal and moral, is one that Congress has extended to both tribes and individuals over time, by setting aside special funding for Indians in programs for a variety of education, health, social service, economic development, and other programs. This practice has also expanded authority for providing services for Indians from the Department of Interior to other federal agencies.

States have used this special political relationship between tribes and the federal government as an excuse for not honoring their responsibilities to American Natives as citizens. They have withheld health and social services and have not fully provided critical educational services.

As citizens of the United States, American Indians and Alaska Natives are entitled to participate in all federal and state programs that other citizens are entitled to, including educational services, and cannot be discriminated against because of their ethnic origin. Unfortunately, some Native students have experienced discrimination and lack of educational opportunity, and our schools have failed large numbers of Native children. Because of this failure and because of provisions in the U.S. Constitution and treaty-making authority of the U. S. Congress, the federal government - particularly the U.S. Department of Education - is seeking to improve the quality of education and the academic success of American Indian and Alaska Native students. A variety of federal studies have documented the

educational problems that Americana Indian and Alaska Native students have encountered; as a result, legislation has been designed to correct those problems.

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(U.S. Department of Education -USDOE, the Bureau of Indian Affairs - BIA, and the National Indian Policy Center - NIPC personnel each provided up-dates for specific information noted in the text.)

Funding order hailed by Indian educators

Improves ability to get tax dollars

By Steve Yozwiak
Staff writer

Indian educators from across the nation Monday praised an order signed by President Clinton that promises more federal tax dollars for Indian colleges.

The move was announced at the Phoenix Civic Plaza during the opening of a weeklong conference of the National Congress of American Indians.

"For our students, this executive order is tremendous news, because it expands their opportunities for training and their ability to really be participating members in their communities," said Janine Pease Pretty on Top, president of Little Big Horn College in Montana.

The move, announced by Assistant Interior Secretary Ada Deer, is similar to recent orders by Clinton boosting the ability of predominantly African-American and Hispanic colleges to obtain federal funds so they can compete with other public and private institutions of higher learning.



Michael Ging/Staff photographer

Assistant Interior Secretary Ada Deer announces the executive order. The nation's 29 Indian colleges get few funds from states and private institutions.

Clinton's order requires federal agencies to consider tribal colleges when drafting regulations, awarding federal contracts and building partnerships with various business and other organizations.

The move was especially welcomed by Tara Tsosie, 22, student-

body president at Navajo Community College, which in 1968 was the first tribal college in the nation.

"My reason for attending that school is so I can learn more about my culture and about my traditions, so that I can help the younger people ... to learn that they are worthy, that they can make it out there," Tsosie said.

The nation's 29 Indian colleges receive little funding from states and private institutions.

Although past federal actions have promised Indian community colleges up to \$6,000 per student a year, actual appropriations last year were only \$2,900 per student, according to a report released Monday by the Institute for Higher Education Policy in Washington, D.C.

Deer sidestepped questions about the announcement's ties to the upcoming presidential election, saying, "I think we should all focus on the fact that it has been done, and that this will be another wonderful effort to assist the tribes to move into the 21st century."

Bell & Ross

Presidential Documents

Executive Order 13021 of October 19, 1996

Tribal Colleges and Universities

By the authority vested in me as President by the Constitution and 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 languages and 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 (20 U.S.C. 5812), 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 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, (25 U.S.C. 1801 *et seq.*), and Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).

Sec. 2. Board of Advisors. (a) *Establishment.* There shall be established in the Department of Education a Presidential advisory committee 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.), 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; private foundations; and such other persons as the President deems 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 fails to serve a full term, an individual appointed to replace that 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 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) help 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 the Secretary's 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 (hereinafter collectively referred to as "agency"), as determined by the Secretary, 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 agency head, or agency representative, on agency activity under this order and serve as liaison to the White House Initiative. To the extent permitted by law and regulation, each 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 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:

(A) grants, cooperative agreements, contracts, and procurement;

(B) 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, chapter 288, 63 Stat. 377 (codified as described at 40 U.S.C. 471 note); and

(C) the transfer of excess and surplus Federal computer equipment under Executive Order 12999.

In developing the Five-Year Plans required by this order, agencies shall strive to include tribal colleges in all aspects and activities related to the attainment of the participation goals described in Executive Order 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 access to high-quality educational opportunity for economically disadvantaged Indian students; the preservation and revitalization of American Indian and Alaska Native languages and cultural traditions; innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and the National Education Goals.

(b) *Submission.* Each agency shall submit its Five-Year Plan to the White House Initiative Office. In consultation with the Board, the White House Initiative Office shall then 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 5-year period.

(c) *Annual Performance Reports.* Each 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. Termination. The Board shall terminate 2 years after the date of this Executive order unless the Board is renewed by the President prior to the end of that 2-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 and the Initiative shall be funded by the Department of Education.

(c) *Administrative Support.* The Department of Education shall provide appropriate administrative services and staff support for the Board and the Initiative. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to 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 to the extent permitted by law. The Board and the White House

Initiative Office shall have a core staff and shall be supported at appropriate levels.

William Clinton

THE WHITE HOUSE,

October 19, 1996.

[FR Doc. 96-27352

Filed 10-22-96; 8:45 am]

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TRIBAL COLLEGE

JOURNAL OF AMERICAN INDIAN HIGHER EDUCATION VOLUME VIII SUMMER 1996 NUMBER 1



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